

Geography Policy

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Subject Weighting; 1 hour per week.

Aims

The National Curriculum 2017 for Geography has the following main aims:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We recognise that all children have rights. The following Articles from the United Nations Convention on the Rights of the Child are particularly relevant to this policy:

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 42 (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.

Learner Attributes:

Curiosity: to find out about different events, people and places in the world.

Keeness: to develop a sense of geographical vocabulary to further their knowledge about specific places in the world.

Creativity: by creating and developing a deeper understanding of the places and features of places visited.

Open-mindedness: to utilise different types of resources to promote geographical knowledge.

Perseverance: in pursuing topics of both similarity to geographical location and those with differences.

Concern: by understanding the impact of different features and the impact geographical features can have on people's lives, livelihoods and the world around them.

Effective Teaching and Learning Styles

The school uses a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. The curriculum is particularly enhanced in 'Golden Time' whole school activities where children are given the opportunity to work alongside members of their school family and team group. Here they are given creative opportunities to practice, consolidate and extend skills. Children critically evaluate work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

In learning Geography pupils will:

Through our teaching of geography, we aim to:

- Develop children's geographical understanding and competence in specific geographical skills
- Help children acquire and develop the skills and confidence to undertake investigation, problem solving and decision making
- Stimulate the children's interest in and curiosity about their surroundings
- Create and foster a sense of wonder about the world
- Inspire a sense of responsibility for the environments and people of the world we live in
- Increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained
- Begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion
- Develop a sense of identity by learning about Thailand and its relationship with other countries.

Geography curriculum planning

The school uses the national scheme of work for Geography as the basis of its curriculum planning. Key Stage 1 and 2 use the Hamilton Trust Topics and there are further resources available on Twinkl. The teachers will often use the QCA schemes of work for topics but adjust the lessons according to technology today.

The class teacher is responsible for writing the daily lesson plans for each lesson (short-term plans). These plans list the specific learning objectives and expected outcomes of each lesson. The class teacher saves these plans to google drive.

The topics are planned to build on the students' knowledge year by year. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we also build progression into the computing scheme of work, so that the children are increasingly challenged as they move up through the school.

The contribution of Geography to teaching in other curriculum areas

- Geography is able to support in many different curriculum areas. In our school History and Geography are particularly interlinked owing to the location of the school.

Geography and inclusion

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond, and do not discriminate. Learning to live and work together, and respect each other is encouraged throughout the school.

Assessment for learning

Teachers will assess children's work in Geography by making informal judgements during lessons. On completion of a piece of work, the teacher assesses it, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress and an opportunity to edit the work that they have completed according to the assessment.

Resources

We have sufficient resources for all Geography teaching units in the school. We keep these in the Central Storage Room, Library and in each classroom.

The Foundation Stage

In EYFS the classes cover many different areas of Geography. This includes reflecting on their own lives and that of important people around them. The teachers often refer to places in Thailand and other countries as well as capital cities so they become familiar.

Key Stage 1

- Pupils should be taught about: Location knowledge
- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of S.E Asia
- Thailand and its surrounding seas and countries, Place knowledge
- Understand geographical similarities and differences through studying the human and physical geography of an area of Thailand, and of a small area in a contrasting country

Human and Physical Geography

- identify seasonal and daily weather patterns in Thailand and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify Thailand and its surrounding countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should be taught about:

Location knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate provinces and cities of Thailand, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of Thailand, a region in a European country, and a region within North or South America.

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Thailand and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.